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Effectivity Metode intervenes Melani's Metakognisi for learning disability of children in Indonesia.

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Abstract

One caused of cognitive distortion at child happen since a child only have limited cognitive process (Melani, 2006). Real operation stage (Piaget, 1954), rigid of think pattern, egose, dualilysme (Barrow, 1990) create "false belief" in misinterpretation on information and experience for child (Vigotsky, 1962). From 17 cognitive distortion (Freeman, 2005) was found 11 cognitive distortion on children with disability learning (Melani, 2008). Children with disability learning have difficulty in regulate their energy to keep concentrate in manage the information. With reference to Bloom Tacsonomy development (Krathwol, 2001) then cognitive process parameter was created to calculate stage of cognitive process to be reach in cognitive process intervention, start from concentration, power of remember, understanding, behavior, analysis, synthesis, evaluation until creative thinking stage.

Intervention technique consist of serial of exercise from dialogue, reading, listening and writing. And intervention through book medium proved more effective in attracting child interest (Melani, 2008). Medium is an important tool to transform the information as effort to give new experience for fixing cognitive distortion. Therapist should careful in choose the book to be presented start from a title, theme, sentences and also the picture. The reason is to facilitate the child for having metafora, dialogue, reflection, catharsis and also suggestion.

Base on test conducted to 150 child disability learning (mix method), this intervention has proved as successful as intervention to recovery learning disability problem. Metacognitive Intervention can increase self awareness as self control for children to themselves and their environment which affected to cognitive function (Barrow, 1990 ; Matlin, 2000 ; Freeman, 2005). The training to this condition is important as effort to recovery child psychology condition and also to train cognitive function. This Metacognitive method is so easy to implemented, because the method is close with learning method they receive at school. The intervention is divided into 3 stages, first is therapy by using dialogue, suggestion, and metaphor. Second, by train cognitive function and third by train think strategy to achieve optimal information processing (William pierce, 2003). The aim of the train is to create child with good cognitive process. Research for 8 month intensive train prove that the child school score have increase significantly.

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Keyword: concentrate, memory, comprehension, control behavior, analiza, shintesa, evaluate and creativity thinking, self monitoring, self awareness, self regulation, flexibility thinking.

In general there are several character of learning disability such as; less concentration, inflexibility, social immaturity, clumsiness, poor planning and organizational skills, absentmindedness dan lack impulse control (Smith & Strick, 1999). From these general character then come assume it will be complex impairment. The disturbance caused of mix between cognitive distortion, emotional disturbance and behavior. Generally I agreed that cognitive function is a center od affective and behavior control (Bob Garret,). I can prove from several researches that child with good ability in cognitive control will have less disturbance on learning. It happen since the child easily interpret their think (Piaget dalam Barrow, 1984 ; Beck, Freeman and Assome c 1996 in Freeman, 2005 ; Ronen, 1995). Mostly of the emotional distortion in learning disability come from cognitive distortion.

Cognitive distortion is impairment cognitive process so make fault pattern thinking in the interpretation problem. According to Freeman (2005 : 119) have 17 criteria cognitive distortion, such as: Arbitrary inference, Catastrophist, Comparison, Dichotomous, Disqualifying the positive , Emotional reasoning, Externalization of self worth, Fortune

telling, Labeling, Magnification : Mind reading, Minimization, Overgeneralization, Perfectionism, Personalization, Selective abstraction, Should statement.

I found that cognitive distortion can cause impairment learning disability (Melani, 2008). This condition will a reason to arrange specific intervention that can recovery emotional disturbance in the same time increasing capability cognitive process. Barrow (1984) tell that problem emotional in the child is caused fault in interpretation the last experience and knowledge. Fault interpretation more cause limited cognitive process and least knowledge and experience so easy to make cognitive distortion. According to Ericson (Social development), social development in the child had begin since the child birth and enter to era parenting 0-5 years (Ryckman, 2004). This era begin to interaction that arise self belief in the environment. This era begin will influence the next development cognitive process (autonomy, inisiatif). This era the child still have self awareness so weak evaluate and control for environment. A bad parenting pattern will to make negative self ideal (Barrow, 1984 ; Baumrind, 1995). A bad Self ideal will look in a character such as difficulty adaptation, emotional disturbance and concentrate difficulty (Meinichenbaum dalam Barrow, 1990 : 38 ; Ryckman, 2004). The child have a good adaptation will have a good adaptation such as, capability control and emotional evaluate that will basic interpretation, problem solving, expectancy and anticipation in their environment. (Barrow, 1990:45 ; Parrot & Schunkin, 1993 dalam Fulcher, 2003: 111).

That's way, in the beginning intervention the child that have learning disability had recovery emotional disturbance before. Emotional disturbance related with cognitive distortion must to recovery before. Unfortunately therapy process difficult to penetrate the child with cognitive distortion. Cognitive distortion usually make character the child difficult to close and to direct because complexity impairment with all function. This condition must have a good intervention to guide the child achieve insight to recovery emotional problem, cognitive function and attitude (Barrow, 1984 ; Guidanno & Liotti, 2004).

Piaget (Siegler & Alibali, 2002) . the child (7-11 years) is stage operational concrete. This step can to think a real thing that is watched and is touched. That way difficult from the child to teach all abstract problem like story case. cognitive story still slow and limited I the function cognitive process dualism and just to support capability intuitive. (L. Elliot in Santostefano, 1984 ; Piaget & Perry dalam Barrow, 1984). The child (more than 11 years in the stage formal operational). In this stage can abstract thinking, logical thinking without to look a problem concrete. The child can problem solving until they achieve maturity personality trough their experience. Commonly analogical thinking process still need visual perception.

Media intervention must the same with stage process cognitive and interested need of children. Introduce my experience commonly the children (6-16 years old).like media book story is compared others media. The children (under 9 years old) commonly more like story book with theme fantasy and full metaphor. The children over 9 years old like book with full information and exercise analogical thinking (Santostefano, 1984). I look theme story and picture will make the children easy to defence their concentrate. So many stage activity cognitive involve with to achieve insight (Santostefano, 1984), such as

1. Cognitive, affective balance and normal personality development.

Stage activity cognitive is basically capability coordinate information basically feeling, fantasy and environment. This process will show take care equilibrium capability cognitive and affective. This process look at capability equilibrium maintain cognitive and affective. Adaptation psychology developmental and learning.

The children in 5 years old usually use cognitive control by fantasy orientation with information from beginning experience through specific symbol so the children more like animal picture and fantasy hero people in the story book. Theme story book very simple that focus in independent activity. Picture story will focus on independent activity figure expression without the reality back ground. Two people have simple communication with picture and language.

The children in 5-9 years old have cognitive control more orientation on outer their environment. When the child have fantasy, control cognitive will develop ego function in breaking egocentric position in oedipal stage (family standard norm). Usually the child more like story book with theme experience with animation figure, animal or human. The children more like theme negative and fighting experience book story.. the children like complete language from community group discussion. The picture must have back ground more reality and complex so support meaning in the story. Form picture must the same with the language communication.

The children in 9- adult have cognitive control more flexible, mobile and integration stage information inside and outside .environment. source knowledge at now more focus to capability metaphor in the learning. The child like story with hero theme and fabel that release with reasoning cause effect metaphor and meaning experience.

2. Cognitif, affective imbalance and psychopathology

The children under 9 years old, working more in the fantasy and metaphors. From 9- adult have one until three pathology cognitive with orientation in

1. Rigiditas in outer orientation like limited and capability in the size information.
2. Rigiditas in the size outer information.
3. Orientatin that limited in the more extreme stage inside or outside from the sources information.

In the choose media book story must to realize with emotional problem or cognitive distortion on the children. Commonly the children will check to select variants emotional disturbance. The child will introduce with serial theme book story, such as introduce about feeling, characteristic, role introduce and obstacle social interaction. If the children does not have emotional disturbance, the child will direction to use the method with learning book material.

I have experience about role therapist in the approach to client. Its very important so process intervention will achieve expectation goal. Therapist must to know about interested, characteristic, expected capacity cognition and problem emotional from test. Usually the children over 9 years old will choose story with long information and least picture. The child more communicative and question on the main problem. The children usually more orientation in the limited information and flexibility thinking (Santostefano, 1984). It is different with the child under 9 years old. The child have more fantasy and metaphors so therapist must to direction communicative. I have conclusion to use story book media with picture. The children will interested to follow process intervention with story book media pictorial. Such as expert about narrative method can influence the child more significant in the era parenting because the book will release variants experience and knowledge so will development capability imagination and feel like form a new experience from the children. (Guidano & Liotti, 1983).

After we select theme a book story, I continue with arrange method intervention basically result parameter assessment stage process cognitive and WISC. I feel difficult to guidance with DSM IV because the children have time to development. The children have fragil character personality and limited cognitive so still opportunity to change. Variants stage process cognitive development cause every child get individual intervention (Erikson, Epigenetik principle). Intervention can give for all case the reason the client does not have mental retardation, handicap sensory and emotional disturbance, psychotic, autism and low status social economic (Soekadji, 2000 ; Smith & Strick, 1999). Parameter will be basic to arrange my intervention with the three combination approach psychology intervention. Every intervention always have stronger and weakness like technical CCT approach to recovery emotional disturbance. Behaviouristic technical will to recover mall adaptive behaviour. Cognitive approach to recover impairment cognitive process in problem solving. I will arrange combine three technical therapy because client have over lapping problem for all function cognitive, affective and behaviouristic. Commonly technical approach intervention is metacognitive method. Because the children feel comfort to following process intervention in learning situation more than therapy counselling situation.

In application metacognitive method. The children will give knowledge about purpose to use that method like control in cognitive thinking process and application in the real situation learning (Smith & Strick, 1999). Metacognitive intervention is exercise to involve capability learning, store and recall information and involve study skills, organization and time management skills, test taking skills, memory skills, problem solving and decision making skills. Metacognitive intervention can give to children with the reason that capacity cognitive the child the same as adult. The different just to look cognitive process slow like capability recall and problem solving so intervention can to achieve optimal capability. Barrow, 1984).

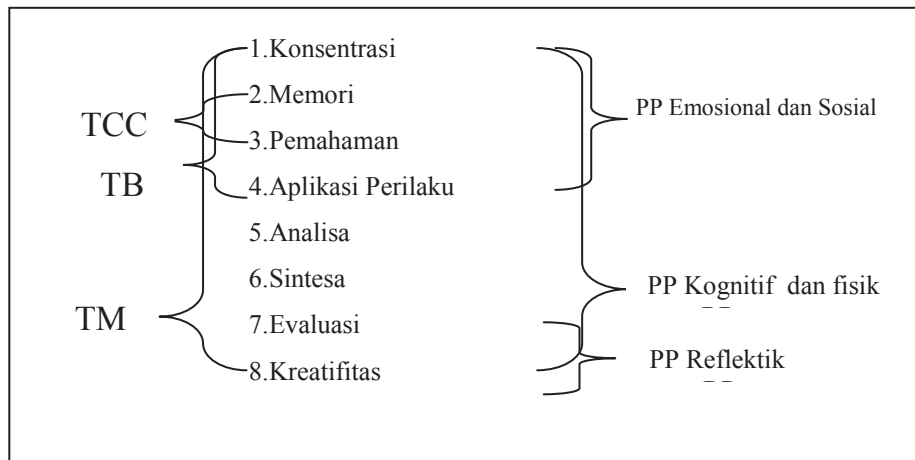
During application, metacognitive is kind of science of cognitive process and any kind of cognitive product which need to be told to the child. Knowledge which need to be inform to the child related to cognitive knowledge itself and cognitive control. Reynold, Weiner and miller, 2009 mention 3 kind of process how knowledge can include in metacognitive component, as follows:

1. Declarative : Repertoire knowledge which explain cognitive process through neuroscience, psychology and intervention, including ability in perception, reading, writing, talking, understanding, problem solving dan memory. (Metakognitif)
2. Procedural: Knowledge in process stage, about what going on at cognitive process from neuroscience point of view.(Metastrategy)
3. Conditional: Knowledge in utilize strategy for helping cognitive process (Epistemologi)

As explained that forming process is similar with process which has been introduce by Kuhn (in Matlin, 2000), as Metacognitive, Metastrategy and epistemology. During intervention we need to firm approaching technique related

to cognitive maturity of the child and their maturity. A children usually have difficulty and sometime fail to monitor their cognitive process, since a child do not reach formal operational (on their cognitive process) or they consume more energy on hormonal development. Above condition request parent to train metacognitive to the child. Metakognitif intervention can be explain on diagram below:

Stage intervention Melani's Metakognisi



Above schema explain how intervention work with approach to three therapy technique of psychology. I use metacognitive with daily study approach at the public school. To achieve target of intervention (change in cognitive, emotional and behavioural) it is needed to implement learning process According to BK. Given (2007) there 5 kind of typical of learning process, which are:

1. Cognitive Learning, including learning in reading, writing, calculating which are related to academic skill.
2. Emotional Learning, including psychology approach to create comfort and motivational spirit to learn.
3. Social Learning, including self confidence and openness to accept guidance and cooperation with other person.
4. Physical Learning, including active study in learning by increasing self awareness and self control for studying process, such like writing analysis and provide resume.
5. Reflective Learning, including evaluation process of which study strategy relevant for every study topic after cognitive train

All kind of learning process can stand alone but have to be in simultan and influence each other. I feel to arrange learning method by technical approach metacognitive by book story media. The method (Melani's Metacognitive Intervention) or MMI is intervention method with metacognitive base in learning process which to learning difficulty child. A series of effective intervention will increase self awareness as a control self improvement and learning. Below are stages of intervention which is adopted to child

This first step focus to increasing capability basic cognitive, such as concentrate, memory and comprehension. This step learn cognitive learning process physical and cognitive. Behaviouristic technical approach will to make learning condition. By using watch, therapist guide the child to defence their concentrate appropriate together time limited. This step will to exercise technical, attitude, focus, speed, coordination and interest to reading. The children have problem impairment concentrate, commonly will look least skill from reading technique, attention focus, eye speed and coordination motorist in the reading. While disturbance emotional will look from the child attitude and interest in the reading. The child very un comfortable, rebellion or in coherence topic in book theme. The child have good defence concentrate, commonly have a good self control so the child look have a good interest to read automatically. Time schedule achieve successfully this step have variants depend on so far impairment cognitive and emotional disturbance in the children. Book media to intervention must to appropriate with reading capability to concentrate. I will separate to three kind book such as: long or short reading story book with full picture every page. Narrative book story and least picture. For the child have emotional disturbance , this step will use technical

approach therapy CCT with book story theme about affects, independency and socialisation. Expected learning process will elaborate in memory and comprehension so can application in the behaviour. Successful in this step can be seen from change maladaptive attitude and behaviour, example the child with hyperactive, Autism, learning motivation, with drawl. The child is expected have self awareness with a new self ideal form a new knowledge and experience from a book media.

The third step, thinking strategic will to design structure the child have cognitive distortion (Santostefano, 1984). This condition as result increasing capability the child comprehension until make self awareness. Self awareness finally will make self regulation by method metacognitive strategic to help concentrate, memory and comprehension, exercise strategic metacognitive is behaviour control to arrange strategic logical reasoning, such as make a mapping, schema, table, description point, summary, and narrative description.

The step evaluate more focus to technical learning to make value critical problem solving by exercise problem, such as question and multiple choice. This process learning will support to involve in cognitive learning process kognitif, reflective and physical. Learning process can to know weak and stronger to use strategic learning. This step to effort increasing self awareness by use cognitive process by met strategic, metaanalysis and epistemology. Story book media is used to get story book or material learning school.

The finally stage more focus to achieve create thinking by learning process reflective. This stage focus to increasing all function stage cognitive process so the child have modality to problem solving. This skill will influence speed in decision making process in reality. I look the child that creative will have flexibility thinking in the problem solving.

I feel importance to introduce knowledge metacognitive to learning disability. To purpose is modality support to help develop self esteem in the learning because the child learning disability have problem self esteem so they doesnot look learning motivation. That's way I will make a target to use metacognitive intervention does not to child with problem cognitive distortion. I have conclusion that metacognitive intervention not only use for problem cognitive distortion but to use other problem learning disability, such us impairment cognitive, slow learner and low motivation. Reference WISC assessment and parameter step cognitive process. The child can to exercise appropriate with problem cognitive development process. Commonly the child will achieve capability cognitive until eight months intervention. Impairment cognitive include impairment cognitive, slow learner, memory, language, coordination motorist, visual perception, abstracts, categorization, evaluation until create thinking that finish in the child academic achievement. I look that intervention does not to use in group because different development cognitive process everyone and must to appropriate with cognitive problem. That's way accurate analyze test very importance. Result intervention will increase self awareness, self monitoring and self regulation in the learning so the child can to decide learning strategy appropriate with themselves until make a good summary. Role parent in this case just to know attention for all case that impairment and support success learning process in their house without to teach directly

From mechanism and strong theoretical background, I can predict the success can be reach by this method, because the method have successful principle from cognitive therapy such as:

1. Think, feel and behavior are unity with causal relation in controlling neuron, hormone and blood circulation. Cognitive function is centre of control for affective and behavior
2. Easiness, involvedness, clearness and specific technique and method will increase child interest then finally will achieve intervention target.
3. Insight in change of psychology pathology will be achieved faster if involved all metacognitive activity where then create self awareness as control.
4. Do not require high skill therapist, since the therapist just facilitate the child to concentrate, train metacognitive and recovery cognitive distortion through a simple technique.
5. As human is active creature and responsive to stimulus, and also react to cognitive process actively, this situation will make cognitive intervention can be attach to creative thinking.
6. Cost of therapy is lower, effective and small time consume.
7. By train metacognitive ability through story book, the child easily to transform their ability in metacognition school book when they conduct regular study. Then the therapist can predict the success of the intervention to learning disability children with age 6-17 years old.

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